



## Effectiveness of Instructional Media on the Academic Achievement of Students in English Language Vocabulary Development in Junior Secondary Schools in Nsukka Local Government Area

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### Abstract

The study examined the effectiveness of instructional media resources on the academic achievement of students in English language vocabulary development in junior secondary schools in Nsukka LGA. Two research questions and two hypotheses guided the study using pretest-posttest non-equivalent comparison quasi-experimental design. The population of this study comprised all 6123 junior secondary students in Nsukka LGA, Enugu State. The sample for the study comprised ninety students drawn from one secondary school in Nsukka LGA using purposive sampling and then simple random sampling technique to draw out the sample. Reliability estimate of 0.71 was obtained using Kuder Richardson. English Lexis Achievement Test was the instrument used for data collection. Data generated for the study were analyzed using ANCOVA. The result revealed that audio-visual media is the most effective of three types of media among others. The study recommended among others that teachers should utilize audiovisual media in English Language classroom.

**Keywords:** Academic achievement, Gender, Instructional Media, Junior Secondary school Students.

### Introduction

In Nigeria, English is a highly valued language spoken in virtually all institutions, including schools. It is taught as a fundamental discipline and it is the language of administration and classroom instruction (Chou, 2018). English Language bridges the gap in communication between different ethnic groups. According to Gani, Fajrina, & Hanifa (2015) failing the English language in secondary school equates to failing in all aspects of formal education because of the high premium the society has placed on it. Students' achievement in English language has not kept pace with the huge investment in it, even though the subject is highly valued and educational stakeholders have worked hard to maximize its learning in secondary schools.

English Language has different aspects such as comprehension, phonetics, essay, grammar and lexis also known as vocabulary development. Gambari, Gbodi and Olumba (2012) reiterated the difficulty in grammar, phonetics, lexis and structure which is common among secondary school students in Nigeria. Evidence abounds that students have not been doing well in English Language Basic Certificate

Examination (2021). Yunus (2014) observed that the low standard of English Language is evident in the huge number of students who failed the Basic Education Certificate Exam in English. The National Bureau of Statistics (2019) show that the percentage of candidates who obtained credit passes in English Language in 2016, 2017, and 2018, was 52.27, 53.32, and 54.37 percent respectively. The result affirms the drastic decline in the achievement of students in the subject which revolves around the different aspects of English Language including vocabulary development. This decline may be attributed to the challenge of instructional media in the English Language classroom.

English language instruction tends to futility without the usage of instructional media. The fact that so few schools have educational media, particularly ones for English language instruction and learning, is rather agonizing. Given that English is a required subject that the majority of students in Nigerian schools must pass and that it is the language of business and education that helps to break down barriers to communication, it should be planned with appropriate instructional materials to guarantee effectiveness. The



invaluable role that instructional media play in the teaching and learning of the English language was highlighted by Oladunjoye and Kolawole (2015) who emphasized that these resources enliven the classroom and add more diversity and interest to language lessons. But using instructional materials alone is insufficient; you also need to use the right kind of instructional media.

The percentage of knowledge that students retain is greatly influenced by the efficient use of instructional media tools to appeal to their numerous senses. According to Azi and Dajan (2022), instructional materials are any apparatus, graphic, or illustration that is meant to meaningfully assist students in their learning. The writers went on to say that teachers in the present era should not try to educate without carefully choosing and utilizing instructional resources. Media for instruction can be broadly classified into three categories: audio, visual, and audio-visual. Combining these three formats in a methodical way could improve both the quality of instruction and learning in the classroom and the subject material related to the growth of English vocabulary (Horine, 2014).

The first classification of instructional media is the audio media classification. They comprise spoken words which are the most common and most rampantly used. Audio material also comprises music, sounds and sound effects which increases the beauty of the verbal expression. Aside lecturing, they also include audio clips, recordings, radio broadcasts, telephone/mobiles etc. Audio materials are beneficial in language learning and recorded historical events. Audio clips or recordings can be played, replayed along with discussions as desired which serve as a major advantage. However, it is greatly flawed due to the fact that its limited instructional content might not be enough to engage the senses in a way that facilitates successful learning at the appropriate speed. Ibe (2016) revealed that in the past the teacher's voice dominated the teaching process making the role of the students absolutely passive. This is still the case of some secondary school in undeveloped areas. Idoko and Njoku (2017) further affirmed that the use of audio materials is still rampant in many secondary schools in South East which has contributed to the poor academic achievement of students. However, the exact case of Nsukka in the teaching of English Language vocabulary development is not yet established, hence the need to unravel the effectiveness of instructional media on the academic achievement.

Another category of instructional media for the teaching vocabulary development is the visual media. It includes educational materials that enhance visual perception. Chalkboards, flip boards, slates, and other educational materials are among them (Arikan, 2009). According to Alabere (2017) audio visual materials have a fair share of drawbacks as well because it solely concentrates on visual objects, some students who learn best visually find it problematic. Visual Materials are also the instructional device that can be seen, but not heard.

Examples include slides, film strips, and others. Therefore, its stereotypic nature does not suffice to stimulate different senses for learning to take place effectively with a good pace yet its use still dominate many secondary schools in Nigeria as revealed by Ajoke (2017) and further added that this has contributed to the poor academic achievement of students hence the need to examine the effectiveness of instructional media on the academic achievement of English Language vocabulary development.

Instructional resources that captivate both the visual and auditory senses fall under the third category: audio-visuals. Examples include audio tapes, television, PowerPoint slides, films, AV-room equipment, and augmented or virtual reality eyewear among others. It is impossible to overstate the importance of audiovisuals in English language vocabulary instruction. According to George and Ige (2022), audiovisual materials are teaching resources that give students information even without the use of paper and pencil. English language scholars especially those in the Western countries have argued that the audio-visual media is the most effective instructional media. This claim may be justified because it combines the features of the previous two. According to Johnson, Jacovina, Russell & Soto (2016) audio visual resources exist to support the goals of teaching and boost academic achievement among secondary school students. Harizah (2020) revealed that audio visual materials make learning fun, practical and effective, However, the case of English Language learning needs to be unraveled hence the need to examine the effectiveness of instructional media on the academic achievement of English Language vocabulary development. The influence of gender is another major factor expected of teachers to consider in the teaching of English Language Vocabulary development.

The disparities between the achievement of male and female students have educational ramifications because they provide insight into the distinct ways that the two sexes see and learn. Gender

refers to the distinguishing biological and social features of males and females in the society Chou, 2018; Marisa, 2016. Language acquisition theory suggests that females acquire and speak new languages more quickly than men (Wahyuni, 2018). According to psycholinguistic scholars, females are better at producing language and learning words, whereas men are better at understanding verbal analogies and performing well in school (Ngozi, Eucharia, Juliana, & Faithful, 2023). While the concept of language acquisition and gender is differently interpreted, it is a variable that determines language proficiency. It is not always the case females outperform males. In some western countries like England, male students achieve the higher proficiency level of English than females (Bouaassria, 2016). However, there is a need to find out the case in Nsuka LGA of Enugu State, Nigeria especially with regards to English Language Vocabulary development.

In many African countries, many schools especially those in rural areas are still dwelling on the visual media and audio media. Moore (2011) revealed that the combination of audio and visual media hampers students' focus and concentration in the learning process of some learning contents. A study is therefore necessary to examine the effectiveness of these instructional media resources in teaching and learning of English language vocabulary development to ascertain the effectiveness of instructional media in the teaching and learning of students in English language vocabulary development in Nsukka LGA.

Richard Meyer introduced Mayer's Cognitive Multimedia Theory in 1997, which serves as the anchor for this study. According to the notion of multimedia learning, each of the various media forms has significance and influence. The fit between the learning content and the learning materials is what counts. In light of Mayer's Cognitive Multimedia Theory, academics have recently investigated the advantages of integrating several media in instructional presentations (Okwo, Mba & Anozie, 2012). Accordingly, the theory contends that educational materials that engage students' senses in a variety of ways are more beneficial for usage in English language schools. Regretfully, most educators still use the conventional method, which consists of conversation, repetition, and sometimes audio materials (Adeyemi, 2014). The idea also implies that learning English Language is significantly more effective when the senses are stimulated with audiovisual media (Marpaung & Situmeang, 2020).

Different studies have revealed the huge prospect of instructional media with a higher number for the audiovisual media. Gbeyonron, Muhammad and Iorember (2024) discovered that in junior secondary schools in Yobe State, lack of audio-visual instructional media which has been impeding learners' ability in English Vocabulary. The authors revealed that the effectiveness of audiovisual media would serve as dependable companion to the teacher as well as the learners when it comes to English Language Learning and abstract concepts need to be concretized thus the need for audiovisual instructional media. It has been observed by Chagu, Esther and Eze (2022) that despite the huge role of instructional media, secondary school teachers have been neglecting its use in the south eastern part of Nigeria. Ajoke (2017) revealed that few secondary schools who have embraced the use of instructional media in secondary schools have been discovered to enjoy benefits such as excitement into vocabulary instruction and learning and creating a more engaging and desirable educational experience among students. Ukoha, Egbe and Amuche (2021) discovered high utilization of instructional media in English Language in Nsukka LGA. However, there is no study known to the researcher that has examined the effectiveness of instructional media in secondary schools in Nsukka LGA. It is from this foregoing that the researcher seeks to examine the effectiveness of instructional media on the academic achievement of secondary school students in English Language Vocabulary development.

### Research Questions

The following research questions guided the study;

1. What is the influence of instructional media on the academic achievement of junior secondary school students in English language vocabulary in English language vocabulary development in Nsukka LGA?
2. What is the influence of gender on the mean scores of students in English Language vocabulary development in junior secondary schools in Nsukka LGA?

### Hypotheses

The following null hypotheses were tested at 0.05 level of significance for the study.

**HO<sub>1</sub>:** There is no significant influence of instructional media on the academic achievement of junior secondary school students in English language vocabulary development in Nsukka LGA.

**HO<sub>2</sub>:** There is no significant influence of gender on the mean academic achievement scores of junior secondary school students in English Language vocabulary development in Nsukka LGA

**Method**

The study adopted a pretest-posttest non-equivalent comparison quasi-experimental design. The design was adopted because it seek to compare the differences of the three groups (representing each instructional media types), thereby finding out the most effective instructional media resources on the academic achievement of students in English language vocabulary development. Two research questions and two null hypotheses guided the study. The population of this study comprised all 6123 junior secondary students in Nsukka LGA (Statistics Unit PPSMB, 2023). This population was chosen because co-educational secondary schools were chosen because gender is a moderator variable in this study.

The sample for the study consisted of ninety students (54 males and 36 females) in JSS I class drawn from one secondary school in Nsukka LGA. The choice of JSS 1 is because they possess the highest class population which is suitable for the study. Thirty students were in each intact class. Purposive sampling technique was used to select the sampled school because it qualifies as co-educational school with available instructional media. Simple random sampling technique was used to randomly assign students to the English Language intact classes to make up three experimental groups (audio, visual and audio-visual groups) respectively through balloting. An instrument named English Lexis Achievement Test (ELAT) was used for data collection. The test had 30 multiple choice

items with four response options of A, B, C and D. The questions were scored 3 marks each for each correct answer and 0 mark for each wrong option chosen. These instruments were administered to all the respondents in the sample. It was validated by three experts; one in Educational Technology, another in English Education and the third in Measurement and Evaluation. The reliability estimate of the instrument was established using internal consistency method and applying Kuder Richardson. The reliability coefficient of .71 was obtained.

The researchers conducted a pilot survey in the schools and sought permission from the school authorities to conduct the study. The researcher then recruited and trained a research assistant. The researchers also gave the research assistants the pretest instruments and it was administered to the students before the commencement of treatment. The intact classes were used for the three experimental groups representing each of the three instructional media; visual, audio and audio-visual. The treatment was done during prep period in the school. The students in the audio group were taught using a learning content played through an audio player while those in the visual group were taught using visual materials like charts and the blackboard. Those in the audio-visual group were taught using a laptop connected to a speaker that played the learning contents for them to watch. After the treatment which lasted for thirty minutes for each of the three groups. Afterwards, the posttest was administered. Data generated from the pretest and posttest were analyzed using mean and standard deviation in answering the research questions while Analysis of Covariance (ANCOVA) to test the hypotheses at .05 level of significance.

**Results**

**Table 1: Pre test and post test mean scores and standard deviation of the influence of instructional media resources on the academic achievement of students in English Language Vocabulary Development in secondary schools in Nsukka LGA**

Media	Pre-test			Post test		
	N	Mean	SD	Mean	SD	Mean difference
Audio	30	7.50	.70	9.40	1.04	-1.90
Visual	30	7.90	.31	9.60	.67	-1.70
Audiovisual	30	8.50	.84	9.80	.41	-.110

The result in table 1 showed that English language students taught using audio media had a mean score of 7.50 with standard deviation of .70 at pre-test and 9.40 with standard deviation of 1.04 at post test.

Students taught using visual media resources had mean score of 7.90 with standard deviation .31 and 9.60 with standard deviation of .67 at post test. Mean difference of

1.90, -1.70 and -1.10 for the three groups respectively implying that the students who were taught

with audiovisual resources performed better than those taught with visual and audio resources.

**Table 2: Analysis of Covariance (ANCOVA) on the influence of instructional media on the academic achievement of junior secondary school students in English language vocabulary development in Nsukka LGA**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2.400 <sup>a</sup>	2	1.200	2.122	.126
Intercept	8294.400	1	8294.400	14666.927	.000
Media	2.400	2	1.200	2.122	.126
Error	49.200	87	.566		
Total	8346.000	90			
Corrected Total	51.600	89			

a. R Squared = .047 (Adjusted R Squared = .025)

The result in the table 2 showed that there is no statistically significant difference between the mean scores of junior secondary school students taught using audio, visual and audio-visual resources.  $F(2, 89) = .126, p = .126$ . This implies that the null hypothesis formulated was not rejected indicating there was no significant difference in the mean scores of junior secondary school English Language students taught

using audio, visual and audio-visual resources in Nsukka LGA. Hence, there is no significant difference between the mean scores of junior secondary school students based on instructional media type. A posthoc test to further show that there is no significant difference between the three media has been presented below.

**Table 2**  
**Scheffe Analysis for Pairwise Comparison Showing the Significant influence of instructional media on the academic achievement of junior secondary school students in English language vocabulary development in Nsukka LGA**

Media	Media	Multiple Comparisons				
		Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
Audio	Visual	-.2000	.19417	.590	-.6836	.2836
	Audiovisual	-.4000	.19417	.126	-.8836	.0836
Visual	Audio	.2000	.19417	.590	-.2836	.6836
	Audiovisual	-.2000	.19417	.590	-.6836	.2836
Audio	Audio	.4000	.19417	.126	-.0836	.8836
Visual	Visual	.2000	.19417	.590	-.2836	.6836

The result in table 7 is a multiple comparison of the significant influence of instructional media on the academic achievement of junior secondary school students in English language vocabulary development

in Nsukka LGA. The table further showed that there was no significant difference in the mean ratings of students taught in all the three levels of instructional media.



**Table 3: Post mean score and standard deviation of the influence of gender on the mean scores of junior secondary school students English Language vocabulary development**

Gender	N	Pre-test		Post test		Mean difference.
		Mean	SD	Mean	SD	
Male	54	9.66	.59	5.77	2.53	-7.13
Female	36	9.50	1.00	6.58	3.47	-6.03

The result in table 3 above showed that male students taught using instructional media had a mean score of 9.66 with a standard deviation of .59 at pre-test and 5.77 with a standard deviation of 2.53. Female students taught using instructional media had a mean score of 9.50 with a standard deviation of 1.00 at pre-test and 6.58 with a standard deviation of 3.47 at

posttest. Mean difference of -7.13 and -6.03 for the three groups respectively. Male students performed better than female students in English Language vocabulary development indicating that gender has an influence on the mean scores of junior secondary school students in English Language vocabulary development using instructional media.

**Table 4: Analysis of Covariance (ANCOVA) on the significant influence of gender on the mean scores of students in English Language vocabulary development in junior secondary schools in Nsukka LGA**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	.600 <sup>a</sup>	1	.600	1.035	.312
Intercept	7935.000	1	7935.000	13691.765	.000
Gender	.600	1	.600	1.035	.312
Error	51.000	88	.580		
Total	8346.000	90			
Corrected Total	51.600	89			

a. R Squared = .012 (Adjusted R Squared = .000)

The result in the table 4 showed that there was no statistically significant difference between the mean scores of male and female students taught using audio, visual and audio-visual resources.  $F(1, 89) = 1.035, p = .312$ . This is due to the fact that the associated probability (sig) value of .312 is greater than 0.05 level of significance at which the hypothesis was tested. This implies that the null hypothesis formulated was not rejected indicating there was no significant difference in the mean scores of junior secondary school English Language students taught using audio, visual and audio-visual resources in Nsukka LGA.

### Discussion

The purpose of the study was to examine the effectiveness of instructional media on the academic achievement of students in English Language Vocabulary development. The findings of research question one shows the influence of instructional media

resources on the mean achievement of junior secondary school students in English Language vocabulary development using instructional media. It was discovered that students taught using audiovisual resources did better than those taught using visual and audio resources, implying that audiovisual resources is more effective than visual and audio resources. However, the result further revealed that the difference in the mean scores of junior secondary school English language students taught using audio, visual and audio-visual resources is not statistically significant. This is probably because students' achievement in some topics may not significantly differ based on instructional media. There are topics that instructional media do not significant have influence on. The contradicts the findings of Alabere (2017) who discovered that the performance of English language students taught with audio visual instructional media was far more encouraging than those taught without it and further



asserted that the utilization of audiovisual learning resources assist English language teachers and students to engage actively during learning, make room for learning of linguistic skills and new words as well as developing self- confidence and boldness in communication. Furthermore, Otegbayo & Onasanya (2015) affirm this claim stating that that schools who utilize audio-visual instructional produce students who learn more deeply because the combination of different media engage different senses that concretizes learning, for example, synchronization of instructional media. Ajoke (2017) corroborates this findings revealing further that the instructional media students are exposed to largely determine their academic achievement. On the contrary, the findings of Chagu, Esther, Eze (2022) contradicts this findings and attributed the reason to the fact that here is a problem in the way through which learning is communicated with these instructional materials which defeats the aim of its use or effect in learning.

The findings of research question two revealed that gender has an influence on the mean scores of students in English Language vocabulary development and there was no significant difference between male and female students taught with different media instructional resources in junior secondary schools in Nsukka LGA. It was revealed that male students performed better than female students in English Language vocabulary development. The test of hypothesis revealed no significant influence of gender on the mean scores of English Language students in junior secondary schools in Nsukka LGA. This can be due to the equal treatment given to males and females in some schools and community to cover up for the gender differences. This corroborates the findings of Muodumogu and Yisa (2013) who discovered that gender has no significant effects on the academic achievement of students. However, Azi and Dajan (2022) findings is in contradiction revealing that there is a significant difference between the mean scores of male and female in English Language in junior secondary schools.

### Conclusion

Instructional media type has an influence on the achievement of students in English Language vocabulary development in junior secondary schools in Nsukka LGA. Gender has a high influence on the mean scores of students in English Language vocabulary development. Male students performed better than

female students in English Language vocabulary development.

### Recommendation

Based on the findings of the study, the following recommendations were made:

1. Teachers should select appropriate instructional media in the English Language classroom to stimulate students' response in the classroom
2. Government and school administrators should provide adequate and a good number of instructional media for schools.
3. Students and teachers should be encouraged to utilize audiovisual media in the classroom.

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